

# Latham Letter

VOLUME XVII, NUMBER 3

SUMMER 1996

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

## Dimensions of the Human-Animal Bond

Ted Fadler

### Introduction

In 1969, child psychologist, Boris Levinson published *Pet Oriented Child Therapy*,<sup>1</sup> which explored the healing power derived from association with animals. His subsequent book, *Pets and Human Development*,<sup>2</sup> published in 1972, examined the ties between people and animals from both a psychological and historical perspective. Levinson states, "Animals help to satisfy deep-rooted psychological needs in people. They furnish contact, comfort, make us feel needed, teach



*Best of Friends – RUFF (Reservation's Unwanted Four-footed Friends) participants after a long day at Best Friends Animal Sanctuary.*

and often dealt with as equals, partners and teachers. Today, therapists and educators are integrating animals into their work with both adults and children, recognizing that animals can be powerful catalysts in human transformation.

### Therapy Utilizing the HAB - (Human Animal bond)

In *Pet Therapy*,<sup>3</sup> author Phil Arkow lists several hundred

*DIMENSIONS, continued on page 4, column 1*

us patience and self control, kindness, and empathy." In aboriginal societies, animals were treated as an integral part of the community,

## Jenni's Journal, Part 6

### Dairy of a Therapy Dog

Friday, July 23, 1993

I wasn't in the right frame of mind to go to the hospital today. My best friend and sister died two days before and I was lonesome and really missing her. Since I enjoy going to the hospital so much, Mom thought it would be good for me.

On the third floor I visited a lady who loved animals and told me she

would always have a pet of some kind – "no matter what!" She was in Denver visiting her daughter after being flooded out in Iowa and had no place to live. She said she was in the hospital because she was so depressed. Mom told her I was depressed, too, from just losing my best friend so we gave each other

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### Edith Latham's Mandate:



*"To promote, foster, encourage and further the principles of humaneness, kindness and benevolence to all living creatures; the doctrines of universal brotherhood and justice; the prevention and eradication of cruelty to animals and all living creatures, with particular emphasis on the education of children in justice and kindness to animals."*

## GUEST EDITORIAL

### And Kindness for ALL

*Paula Abend*

#### MSPCA Viewpoint:

*Take heed of the link between child abuse and animal cruelty.*

*The fight to stamp out cruelty – especially against those that can least defend themselves – needs every weapon it can muster.*

In California's San Diego County, a recently launched, innovative program promises to become one of these much needed weapons, and it deserves closer attention from communities across the nation. Beginning last spring, the county implemented an interagency agreement requiring caseworkers for its Children's Services Bureau to report all suspected instances of animal abuse and neglect to its Department of Animal Control. The caseworkers and their supervisors were first trained to recognize the signs of abuse and neglect as well as in the legal definitions of "animal," "cruelty," and other relevant phrases. A report including the animal's condition and its access to adequate shelter, food, and water must be faxed to the Department of Animal Control – which retains responsibility for investigations – within 24 hours.

A state law already mandates that all animal control officers must report suspected child abuse to local protective services.

These programs hinge on one sad fact: there is a link between child abuse and animal cruelty, and those involved in investigating one should look for signs of the other.

It may seem obvious that someone who would neglect or abuse a child is unlikely to make a responsible owner of an animal – and vice versa. Yet instituting programs based on this fact has historically

lagged behind. (The first cases of child abuse to reach the courts in this country did so under the provisions of animal cruelty laws. Only later were laws crafted specifically to protect children.)

That abused children are more likely to commit acts of violence against animals has also become painfully evident. And recent history bears grisly testimony that such acts escalate into violence against people. Childhood animal abusers with a history of animal abuse include the alleged "Boston Strangler" Alberto DeSalvo, who had shot arrows into dogs and cats trapped in a crate. Brenda Spencer, who opened fire on San Diego schoolchildren, killing and injuring several others, had repeatedly abused dogs and cats. James Hubert, who killed 21 people in a California McDonald's restaurant, had been accused of shooting his neighbor's dog with an air gun. David Berkowitz, New York's "Son of Sam," also had a history of dog abuse. And Jeffrey Dahmer was known to practice his ghastly compulsion for dismemberment on small animals.

These may be sensational examples of situations that are all too common. When Randall Lockwood of the Humane Society of the United States and pediatricians Elizabeth DeViney and Jeffery Dicker surveyed 53 families under treatment

*GUEST EDITORIAL, continued on page 4*



# The Latham Letter

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Published Quarterly By

The Latham Foundation  
Latham Plaza Building  
Clement and Schiller Streets  
Alameda, California 94501

510-521-0920 Fax 510-521-9861  
E-Mail: Lathm@AOL.com

Annual Subscription Rate: \$12.00  
\$20.00 Two Years

Paid and/or Requested Mail Subscriptions: 1601

**Publisher and Editor:** Hugh H. Tebault

**Founding Editor:** Wallace Ness Jamie  
1909 -1989

**Managing Editor:** Judy Johns

**Contributing Editors:** Jenni Dunn,  
Aline H. Kidd, Ph.D.



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## OPINIONS

### Cruelty to four-footed animals

*Dear Friends at Latham,*

*Enclosed please find copies of newspaper articles regarding an incident of animal cruelty that took place last month in East Bernard, Texas.*

*Please write the county attorney and urge her to seek the maximum penalty in this case: One year in jail and a \$4000 fine. I have done so.*

*Thank you for whatever attention you can help bring to this case.*

*Respectfully yours,*

Cynthia Potter-Ribble  
Burleson, Texas

### A Request to the County Attorney

*Dear Friends,*

*This letterhead announces that Latham's purpose is to promote respect for all life through education, which is our sincere endeavor. In the accomplishment of that purpose, the Foundation is particularly concerned with the welfare of vertebrate animals, whether human or nonhuman. It is in that respect that this letter has been addressed to your office.*

*One very important element of Latham's educational effort is to publicize the frequency of which acts of animal abuse are tied to human abuse and also, with potential future criminal behavior. Compiled evidence shows this connection to be almost axiomatic; if an individual is violent towards an animal, they're apt to be violent toward other vulnerable victims such as children, the elderly, and their spouses. It is for that reason that corrective action in the case of early stages of cruelty is most effective and judicious if considered on the basis of the action and not its recipient.*

*We are aware of East Bernard's recent tragic occurrence which involved young school boys and want you to know that this letter was initiated*

*to convey important information and not by way of interference.*

*Sincerely,*

Hugh H. Tebault, President  
The Latham Foundation

### Good news and bad from Tuolumne County, California



*Lucky, who survived being dragged behind a car by two Navy petty officers, relaxes in his new home at Sonora, California.*

*Dear Mr. Tebault:*

*First of all I would like to sincerely thank you for your letters expressing your concern over "Lucky," the cat that was dragged down the highway behind a car by two sailors on leave.*

*The cat has made a complete recovery and now resides at Tuolumne County Animal Control where he has free run of our office.*

*In February 1996, a Superior Court Judge sentenced Jeffery Scott Wilkerson, 21, and Dennis Steven Artzer, 20 to 400 hours of community service, 21 days in jail, two years probation, and fined nearly \$3,000. The community service is to be served at an animal shelter.*

*I apologize for the lengthy delay in sending you this letter, but our shelter received numerous letters from all across the United States. Thank you again for your response.*

*OPINIONS, continued on next page*

The most recent update in this case occurred when the two men were let out of the county jail after serving only two days of their sentence, as the jail did not have the space to house those convicted of misdemeanor crimes.

Sincerely yours,

Waynette L. Townsend  
Tuolumne County Animal  
Control Officer



GUEST EDITORIAL, continued from page 2

in New Jersey for child abuse, they found that in 88 percent of families in which a child was physically abused, animal abuse also occurred.

We need more programs like San Diego's to break the cycle of violence to both children and animals. And we must all be ready to report animal abuse whenever and wherever it occurs.

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DIMENSIONS, continued from page 1

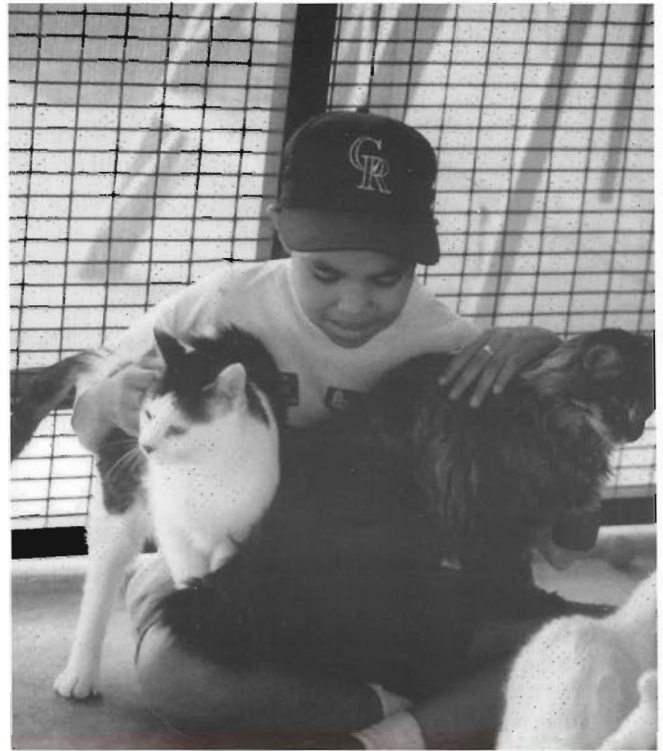
therapy programs that use animals as companions and stimuli for change. Some pet-facilitated therapies specialize in "service" animals, like Canine Companions for Independence in Santa Rosa, California. Service dogs are trained to help individuals who require physical assistance in order to maintain a more independent life; for example, dogs are trained to lead the blind, or turn lights on and off, or fetch objects for those unable to do so for themselves. In equestrian therapy, riding horses has been found helpful in the physical rehabilitation

of the developmentally disabled. Animals are used in psychotherapy for the criminally insane; at safe houses for the emotional recovery of battered women and children; for people suffering isolation due to confinement, such as elders or persons with HIV disease; in correctional facilities for anger management and resolving feelings of alienation, allowing for re-integration into society; and in school dropout prevention programs.

In residential programs like Green Chimneys of Brewster, New York, children are removed from at-risk situations and provided with an environment that helps to break the cycle of violence and abuse. At this 150-acre working farm, approximately 100 children care for some 250 animals. Green Chimneys also runs a wildlife rehabilitation program. Children have the opportunity to nurture animals, experiencing, perhaps for the first time, non-judgmental interactions that allow them to develop their inherent capacity for compassion. Mother Hildegard George, a one-time residential therapist at Green Chimneys and a child therapist for 25 years, states: Children can practice a variety of interactions with animals, which can later be incorporated into their relationships with others. Animals can teach children behaviors not easily acquired by the usual learning techniques (i.e., reading), including caring and responsibility for others and a capacity to communicate nonverbally. Animals also help children to develop self-esteem, a sense of achievement, nurturing, coopera-

tion, and socialization, all of which contribute to the building of empathy.

As quoted in the April 1995 issue of *Best Friends Magazine*, Green Chimneys Director Sam Ross Jr,



Making new friends in Benton's house.

Ph.D., says "If a child helps heal a disabled animal and sees that it can survive, then he gets the feeling that he can survive too. They both (the animals and the children) get a second chance."

A number of humane societies use their facilities to sponsor programs for at-risk children. The Posado Program of Bellevue, Washington, was developed in response to public outrage at the death of Posado, a petting zoo donkey, who died from brutal torture inflicted by two teenagers looking for something to do. In this program, at-risk teenagers are brought to the Bellevue Humane Society and their task is to make a homeless dog or cat adoptable. Their duties include grooming, training, and taking part in the adoption process. Working with professionals, the children learn responsibility and how to

nurture. They also benefit from the touch and response of the animals. The love given back to the children from these animals is unconditional, something many of these teenagers have never known.

## Humane Education: The RUFF Program

*Chinle, Arizona* – When the author came to the Chinle Primary School on the Navajo Reservation to become its principal, one of the things he and his wife, Susan Fadler, noticed was the number of stray dogs and cats in the community, many of them unhealthy and malnourished. Within two years the author and his wife had developed a program called RUFF (Reservation's Unwanted Four-footed Friends), a non-profit coalition of teachers, students, veterinarians and volunteers. They encouraged the community to become involved. A place was found to shelter homeless animals deemed adoptable. Funding and donations were obtained to provide low or no cost spaying and neutering and medications.

The purpose of this program has broadened from finding homes for unwanted animals into a comprehensive teaching and learning experience. Moving from the original focus of sheltering unwanted animals, the author and his wife took the opportunity to educate children about the care of animals, and introduced the program into the classroom. They saw students become motivated to write when they focused on something they cared about; animals. The children in the special education classes were included as well. Mrs. Fadler states, "Taking care of abandoned animals creates a point of identification for the children in special education, some of whom come from difficult situations. One young boy asked, 'Do dogs suffer child abuse?' For children who are withdrawn or lacking in self-esteem, the RUFF

program brings them a weekly dose of healing love."

Susan Thomas, a counselor at Chinle Elementary School says, "The students are receiving many benefits emotionally, educationally and spiritually. They are learning to appreciate all living creatures." Lori Hillman, who was a fifth grade teacher at the school, adds that as well as teaching kindness to animals, the RUFF program benefits children academically.

Thirty-six thematic units have been written that integrate animals and the Navajo culture and language into the school curriculum; this has been done by creating stories about a fictional Navajo child, Willie Chee, one story for each of the 36 units. Marjorie Thomas, who serves as associate superintendent for Dine Studies for the Chinle School District through the Dean C. Jackson Cultural Center, provided the correct Navajo language for the RUFF curriculum. When in doubt about a cultural translation, Marjorie has had a wealth of traditional experts to call

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*Animals help to satisfy  
deep-rooted psychological  
needs in people.*

---

upon, including traditional medicine men and women. One such elder is Mike Mitchell who has provided the traditional narrative to the Willie Chee stories that accompany the teacher lesson plans.

In the RUFF program, the children are encouraged to keep journals of their experiences with the animals. They write letters to their local newspaper and to their congressional representative to express opinions on issues that affect animals, and their creative writing often has an animal theme.

Reading, a skill that correlates highly with future success in school, is more interesting when students are excited about the subject. The students' enthusiasm for the RUFF project leads them to borrow and read books from the school library about how to take care of animals. Not only are these students reading more, their comprehension has improved, as evident in their conversations.

The RUFF program has also been successful in getting parents and other community members involved. Community members with specialized knowledge volunteer their expertise both in and out of the classrooms. In addition, adoption activities in the RUFF program have resulted in over 750 pets finding new homes in the Chinle area from 1991 through 1994. Adoption of pets by children requires a parent to sign an agreement. Animal care information is provided for the parent and child. Activities, such as dog shows, are held for families to share their acquired knowledge with others in the community.

Kim Draper, DVM, Chinle Veterinary Clinic, says, "All life is sacred. Many of our Indian prayers include animals, are about animals, or are to animals. Programs like the RUFF program are good because they teach children our ways. Because of the RUFF program, I have seen children walk to the clinic with their animals to get vaccinations because "Ms. Fadler said so."

*Shiprock, New Mexico* – Within a three month period, starting in June 1994, three onsite clinics were held on the Navajo Reservation in Shiprock, NM. Cumulatively, over 2,000 vaccinations for rabies, parvo, and distemper were administered and nearly 300 spay-neuter surgeries were performed on dogs and cats. With grant and donation monies, these services were performed

*DIMENSIONS, continued on next page*

at no cost. The clinics also included basic animal health education workshops geared to children and young adults. As of October 1995, an additional 1000 vaccinations have been administered and 150 spay-neuters performed.

The Shiprock children were invited to be participants at the clinics. They were given in-depth instruction on vaccination requirements, nutrition, and grooming. The children were encouraged to feel, touch, and experience. They participated in the grooming and bathing of dogs and cats. They observed the pre-surgery examinations of the animals. After surgery, when the animals were placed in the recovery area, some of the children requested to sit with the animals to provide comfort and love.

In March 1995, Art Heller, DVM, and Pat Ray (Navajo) incorporated NOAH (Northern Navajo Organization for the Advancement of Animal Health and Humanity), a nonprofit corporation recognized and supported by the Navajo Nation. The controlling members currently serving on the NOAH Board of Directors are local Navajo professionals and concerned citizens. The NOAH Board supports the position that "culturally relevant projects" should be addressed by local indigenous people who are sensitive to cultural beliefs and customs. NOAH was incorporated to provide low-cost veterinary medical services and education to the Navajo people and their animals in the States of New Mexico, Arizona and Utah.

Inspired by the activities in Chinle, NOAH, also sponsors a pet education program called the RAIN (Reservation Animals in Need) Project. This project currently provides after-school activities for the children between the ages of 5 and 13 with an opportunity to enhance their emotional development, social

skills, educational learning style, and Navajo cultural knowledge. This includes teachings from Navajo elders about the importance of animals in everyone's lives, including the elderly and physically challenged. An in-school curriculum is currently being developed that will incorporate animal health education and awareness, as well as provide concepts that will teach children love, respect, harmony, and cooperation towards all living things upon the earth. The intent is to select the best parts of existing curricula while developing a unique synthesis of culturally appropriate material.

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*... childhood cruelty to animals, when combined with enuresis and firesetting, were found to be effective predictors of later violent and criminal behaviors in adulthood.*

---

Pat Ray, Vice President of NOAH and Program Administrator for The RAIN Project says, "Pets can teach our Navajo children many important lessons about life, for example, that animals, just like people, have feelings, and that gentleness and caring for another living creature are soon rewarded with love and devotion. Animals, in general, satisfy the need to nurture and to be nurtured. It is a well accepted fact that animals accept their owners without judgment and offer in return a sense of security, a bridge to other humans, and unconditional love."

### **Best Friends Animal Sanctuary**

*Kanab, Utah* – Best Friends Animal Sanctuary, probably the largest care-for-life animal sanctuary in the world, occupies 100 acres in Angel Canyon near Kanab, Utah, and is home to over 1500 abandoned, sick, neglected, or abused animals. The

goals of the program are to provide physical and emotional care for the animals, provide low cost spay/neuter clinics, find new homes for adoptable animals, provide foster homes for pets awaiting adoption, provide lifelong care of non-adoptable animals, train those wanting to learn about rescuing and caring for animals, and provide humane education.

Staff members participate on radio and television programs; publish and distribute literature; and visit schools, hospitals, youth organizations, shelters for domestic violence, and halfway houses throughout the southwest, to

promote the humane care of animals. Staff have participated in education programs for American Indian children at schools in Tuba City and Shiprock on the Navajo Reservation and at Santo Domingo Pueblo in New Mexico. In addition, visits to schools throughout southern Utah bring staff in contact with children from Paiute Tribe who attend local schools.

The sanctuary also hosts students from around the area. While there, students have the opportunity to learn about and care for animals.

### **The Correlation Between Animal Abuse, Child Abuse, and Antisocial Behavior**

Beginning with interest from criminologists, research has documented incidents where a child's perpetration of animal cruelty preceded aggressive crimes of murder and serial killing.<sup>4,5,6,7,8</sup> Recently, a 14-year old boy was tried in court as an adult for the murder of a



*Student visiting  
the cats in  
Benton's house.*

4-year-old boy. A neighbor recalled when the teenager was nine years old, that he had strangled the family cat with a vacuum clamp. This is not atypical childhood behavior for repeating offenders guilty of violent crimes. Arkow<sup>9</sup> points out that in 1987, recognizing animal abuse as a symptom, the American Psychiatric Association included cruelty to animals among the diagnostic criteria for conduct disorder.

Robin and ten Bensel<sup>10</sup> describe the results of several studies about the relationship between animal abuse and violence against people. In one study, childhood cruelty to animals, when combined with enuresis and firesetting were found to be effective predictors of later violent and criminal behaviors in adulthood. Another study cited by Robin and ten Bensel demonstrated a triad of cruelty to animals, fire setting, and parental abuse. A third study cited also demonstrated that childhood cruelty to animals, enuresis, and firesetting were predictive of later violent behavior and physical brutality from parents was common; however, it was felt that parental deprivation rather than parental aggressiveness may be more specifically related to animal cruelty.

Several states (e.g. California, Florida, Ohio) are also recognizing

the relationship between child abuse and animal abuse and demonstrating this recognition by creating laws that empower humane society workers to investigate cruelty to children. Some Communities (e.g., Lansing, MI and San Francisco, CA) are teaching child welfare workers, humane society staff, and the police, together, to help them recognize and investigate both child and animal abuse. In Erie, Pennsylvania, the American



*All life is sacred.  
Many of our Indian prayers  
include animals, are  
about animals, or are  
to animals.*



Human Association was called in after a puppy was kicked and tortured to death by several youthful gang members. Working with the community, the American Humane Association facilitated the healing process by teaching understanding and resolution of anger, recognition of the importance of cross training of professionals who investigate cruelty, and identification of steps to be taken to reduce the likelihood

of this type of activity happening again.

In November 1991, the American Humane Association (AHA) organized a symposium, "The Summit on Violence Towards Children and Animals," to address the relationship between child and animal abuse. The purpose of this conference was to gather experts from diverse fields, including law, education, research, human and veterinary medicine, psychology, mental health, and social work, to share their knowledge and find ways to disseminate information. The participants agreed that identifying the forces and influences that foster violence towards humans and animals, prevention or intervention are possible. The long-term goal is to reduce the number of children and animals subjected to violence.

Michael Kaufmann, Education Coordinator for the AHA, states, "Children learn from adult roll models and the society they live in. A home of violence, abuse, or neglect produces children who may pass these behaviors on to the next generation, which passes them on to the next generation, and so on." Mr. Kaufmann goes on to list factors in the cycle of abuse identified at the summit:

- \* *Animals, especially pets, often get caught in the cycle of family violence. Women and children are sometimes intimidated into silence about sexual or other abuses through threats made against a favorite pet.*
- \* *Pets are sometimes hurt or killed to punish a child for something he or she had done.*
- \* *Abused children may act out aggressions and frustrations on a pet that they perceive as even more vulnerable than themselves.*

*DIMENSIONS, continued on next page*

- \* *Physically or sexually abused children may kill their pets rather than have them hurt by the adult abuser in the home.*
- \* *Young people who are cruel to animals have a history of having abused animals during their childhood.*
- \* *Children raised with intense coercion may imitate this behavior with animals and people.*
- \* *Children learn cruel behaviors from adults and may reenact them on animals.*
- \* *Children abuse to release the aggression they feel toward adults or because of psychological traumas.*

"Child abuse and counterpart, animal abuse, are rampant," says Laura Winds, MA, psychotherapist in private practice in Bellingham, Washington. She continues:

"Therapists hear of these abuses in session upon session. When abused individuals relate their personal stories and family histories, all too often a family pet or neighborhood animal is also mentioned as a pawn or victim in the memories of cruelty and violence. Such abuse is found in no one specific socioeconomic class, race, or gender. In most cases, abusers and the abused are not easily recognized by external appearances. They are well-camouflaged, yet somehow, their pain affects us all.

When wounded, the human animal, not unlike other animals, retreats or attacks. In fear and pain, the wounded strike out and create fear and inflict pain on others. Then, the newly wounded retreat or attack others close to them. And thus, the cycle continues on and on. Children and animals are the most easy prey.

Abuse, undetected and not stopped, spirals worldwide, generation after generation. It impacts all living creatures and does us great harm. It is a damaging cycle we must break in order to have a healthy world. We must open our

eyes and hearts to this grave problem. We must become aware, tend to the wounded, and educate, re-educate, and educate again and again."

## Conclusion

As people learn more about animals, both companion pets and others, it is becoming clearer to some that animals are endowed with many characteristics similar to those of humans, and that animals have



*Which cat is this? RUFF students pet each cat, then with their eyes closed (no cheating!) they try to guess which cat the instructors have placed in their laps.*

much they can teach us about ourselves. Learning can be facilitated through humane education or by interacting with companion pets. As described above, animals have been successfully utilized in therapy to help change behavior and enhance self-esteem. Unfortunately, many at-risk children are unable to reap the benefits of human-animal bond

therapy. Some of the reasons are the high cost of most therapy programs, the children's lack of access to mainstream social programs, or the case overload of investigating social workers.

Health care and environmental health professionals may want to consider the possible relationship between child abuse and animal abuse when they are confronted with situations that raise suspicion.

The goal of health care and environmental health professionals is to improve the health of a targeted population. There are many ways to reach this goal and being aware of all the potential tools available is the first step in the process.

## Acknowledgements

The author wishes to acknowledge the following individuals for major contributions of information for and editing of this article: Nathania Gartman, Education Coordinator, Best Friends Animal Sanctuary, Kanab, Utah; Mother Hildegard George, OSB, Ph.D., Child and Adolescent Psychologist, Shaw Island, Washington; Michael Kaufmann, Education Coordinator, American Humane Association, Englewood, Colorado; Pat Ray, Vice President of NOAH and Program Administrator for The RAIN Project, Shiprock, New

Mexico; and Laura Winds, MA Educational Psychology, Counseling, and Guidance, Psychotherapist in private practice, Bellingham, Washington. In addition, the author wishes to acknowledge Grace Briskey for coordinating communication among the individuals listed above and himself, and for her contributions to the editing of this paper.

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Ted Fadler, Ph.D., is Associate Superintendent for Educational Instruction K-12, School District Number 24, Chinle, Arizona.



**Remember  
to  
Recycle**



# Latham Lauds



*D.J. (Dog of Joy) and proud partner Pearl Salotto accepting the Rhode Island Veterinary Medical Society's First Hall of Fame Award.*

*(l to r): Dr. Mary Coffee, Pearl Salotto and D.J., Dr. Gus Thornton (CEO of the Massachusetts Society for the Prevention of Cruelty to Animals).*

## Profile of a Therapy Dog

*A Tribute to D.J. by Pearl Salotto*

- D.J. – Tail up and wagging, is eager to take on the world in a loving way. (What more could one ask?)
- D.J. – Responds appropriately if there is an accident (i.e. if someone falls on her) just as a person would, knowing that it wasn't intentional.
- D.J. – Responds caringly if someone is in pain, just as, hopefully, humans would.
- D.J. – Loves her work and goes bounding around the house when I tell her we're going to work. (Would that people loved their jobs as much!)
- D.J. – Understands when individuals walk with great difficulty and, believe it or not, in these situations her intuitive understanding of peoples' needs overcomes her "sled dog" instinct to pull.
- D.J. – Loves everyone, young or old, rich or poor, well or ill, or differently-abled, individuals who don't know English or can't speak at all.
- D.J. – Always responds with her famous paw extended in friendship, eager to bring you back her dumbbell, sit against your leg, or sleep across your feet, while you reminisce.
- D.J. – Loves to roll over to be tickled or just lie quietly, while many hands move rhythmically across her soft fur, with loving touches.
- D.J. – completely trusting, as this Pet Therapy Facilitator with whom she works, has placed top priority on her well-being and has seen to it that she has never been hurt.

D.J. has been on magazine covers and received certificates of merit, but her greatest reward is having a young child on her way to school stop and pet her, an elderly person at a nursing home talk lovingly to her, or the mailman stop and say, "Hi, D.J." as he drops the mail in the box. D.J. is "hooked" on people and that is what makes her a true "therapy" dog.

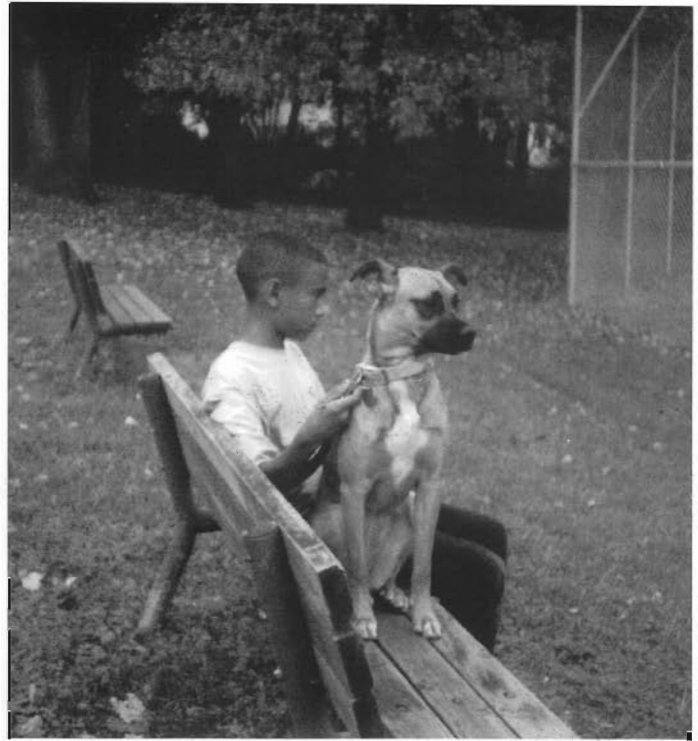
# A Boy and His “Shiloh” Dog

Nancy M. Katz

This is a love story about a troubled student named Stephen\* and Hannah, a stray dog that no one wanted. Stephen was a tough kid who spent more than his fair share of time in the principal’s office. To his teachers and counselor, he had a good heart, but seemed to be headed down the wrong path, one towards violence, gangs and possibly, self destruction. He had little interest in school or extra-curricular activities. Although he couldn’t have a dog of his own, he liked them, that is as long as they were tough dogs, like his cousin’s pitbulls. His first thought about participating in the dog training program that his counselor told him about was that he could learn about breeding dogs like his cousin, and make a lot of money some day. Little did he know how his mind, his attitude and his life would soon change.

Hannah\*, a year old boxer mix, spent the required ten days in the shelter after she was picked up as a stray waiting for her owner to come and claim her. No one did. Neither did anyone want to adopt her, in spite of her gentle disposition and good heart. Her tail had been cut off, even though she was obviously no purebred, and she had an underbite which made her lower lip stick out. She may not have been much to look at for some, but her eyes were bright and intelligent and some thought she was incredibly cute. One day, she was spotted by some individuals who saw her potential. She was evaluated and selected to participate in a special program and after that, she would never be unwanted again.

Stephen and Hannah found each other through The Shiloh Project, a non-profit community service organization in Fairfax Virginia,



*The Shiloh Project is striving to break the cycle of violence for children and youth by instilling them with a sense of compassion, respect, and responsibility toward animals and others through the experience of training, nurturing, and caring for homeless dogs.*

dedicated to breaking the cycle of violence for children and youth, especially those at-risk. Participation in the project gives these children an opportunity to develop nurturing, compassionate and respectful attitudes towards animals and others by training and caring for homeless dogs. The organization was founded by individuals who were alarmed by the increasing incidents of children committing cruel, violent and abusive crimes against animals and the correlation between animal abuse and violence against humans.

In the last two decades, experts in psychology and criminology have begun to document this relationship. Their research shows that children and young people who are cruel to animals are more likely to become aggressive towards humans as they develop and that many violent imprisoned offenders began their criminal careers by abusing animals during their childhoods. Children who learn that violence and aggression are normal and/or acceptable behaviors often look for victims of their own, finding that animals

make convenient targets. The Shiloh Project believes that early intervention directed at children who have exhibited violent and or abusive behavior towards animals or others in the past or, have been victims of abuse or violence themselves is critical to the development of a more compassionate, less violent future, for animals and humans. In addition, the project seeks to work with students who may have difficulty expressing feelings of compassion or emotional attachment or involvement with others and are considered at-risk.

Without The Shiloh Project, students like Stephen would not have the opportunity to participate in this unique hands-on violence prevention and humane education program. Neither would they have the chance to experience a healthy and nurturing relationship with an animal like Hannah, many times a first step for at-risk children in learning how to relate emotionally to another living thing.

The goals of The Shiloh Project are to provide children & youth, (especially those at-risk) with the opportunity to:

- 1) *experience a healthy, non-violent interdependent relationship with other students through training, caring for and nurturing homeless dogs;*
- 2) *learn about animal abuse & prevention, its links to human violence and how interaction with animals relates to human relationships;*
- 3) *experience being needed, valued and depended on, and*
- 4) *learn about potential career opportunities involving animals.*

In addition, the project provides shelter, medical care and placement for the dogs it rescues from homelessness.

Throughout his participation in the program, Stephen began to show cracks in his tough exterior. When the program began, he gave Hannah little positive reinforcement, no matter how swiftly or perfectly she obeyed his commands. His only praise to her would be to utter a gruff "good dog" to her sweet face. Gradually, however, his hand began to caress her head more gently and more often, his voice began to lift when praising her performance and he began to refer to her as "his" dog. Not only did his stance toward Hannah begin to alter but his attitude toward raising and selling pitbulls began to change as he learned the terrible truth about dog fighting and its victims, both the fighting dogs and the helpless kittens, small dogs and other animals often used as bait. He began to share his feelings during the discussion periods, not only his emotions about Hannah and the program, but his feelings about other things as well. Although he hated writing, he wrote letters to Hannah in his journal, "I like working with you am proud of you, you have improved very much ... I feel good when I work with you." As his attitude toward dogs

in general began to change, his attitude towards the other students in his group began to change also. Stephen began to experience and express respect, compassion and responsibility.

For her part, Hannah soon became the fastest learner in the obedience class and her boundless energy and bright personality caught the eye and heart of a young couple looking for a playmate for their year old Labrador. After having passed the rigorous screening required for all potential adopters, Hannah was given a new, loving and most of all, permanent home. As part of their adoption agreement, the adoptive family signed a contract that stipulated that should they ever need to give her up, she must be returned to the project.

Shiloh Project sessions are conducted at the participating schools' facilities with a maximum of six

program are adopted from local shelters, evaluated for temperament prior to selection and live in foster homes during the training period. Each class consists of dog training time, a humane education or human-animal bond lesson and discussion, a counseling/communication exercise or role play, a journal writing assignment and additional exercises and activities, including guest speakers, anger management and non-violent confrontation instruction and field trips. Each student is also assigned to come up with a humane education or violence prevention project by the end of the session.

As the classes come to a close, The Shiloh Project rigorously screens potential adoptive families and includes the students in the process as much as possible. Because many of these students bond closer to their dogs than they do to the people



*Through the Shiloh Project, young persons experience a healthy, non-violent interdependent relationship with others by training and caring for homeless dogs.*

students and three dogs per session. Students are paired and share a Shiloh dog in order that they learn cooperation, communication and positive confrontation skills. Classes are kept small in order to facilitate interaction and to allow each student to have maximum access to a teacher or trainer. Classes meet three times a week for 4-5 weeks and are facilitated by a certified school counselor, a humane education instructor and an experienced teacher. Dogs participating in the

in their lives, the program assists students in "letting go" of their dogs through grief and loss counseling exercises and by allowing students to participate in "Shiloh Dog Adoption Days." During these adoption days, students meet prospective adoptive families and answer questions regarding their dog. The Shiloh Project requests that adopting families keep students posted on how "their" dog is doing in his/her new home. Any potential adopter

*SHILOH, continued on page 14*



## LATHAM Launches "Search

**T**he Latham Foundation, a long-time leader in the production and distribution of videos about humane education, the links between animal abuse and other forms of family violence, and the human-companion animal bond, believes the motivation behind and results of videos produced by others are both commendable and deserving of encouragement. Therefore, Latham is pleased to announce that it is launching an annual competition, the Latham Foundation's "Search for Excellence" Video Awards.

The purpose of the "Search for Excellence" competition is to recognize and *encourage* excellence in video productions promoting respect for all life.

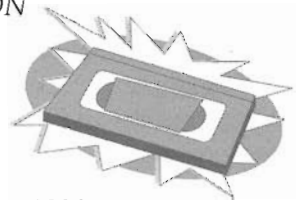
To be eligible for the First Annual competition, videos must have been completed and released between January 1, 1990 and December 31, 1996. Entry deadline

is December 31, 1996. After review by an independent panel of judges, winners will be announced in June, 1997. They will receive national and local media attention, awards, and publicity in a special issue of the *Latham Letter*, the Foundation's quarterly newsletter.

Winning entries in each category will be eligible for consideration for the coveted Edith and Milton Latham Founders' Award, the "Best in Competition."

For an information packet containing instructions, categories, and an entry form, send a stamped, self addressed envelope to:

THE LATHAM FOUNDATION  
Attn: Video Awards  
Latham Plaza Building  
Clement & Schiller Streets  
Alameda, CA 94501



Or call the Foundation at 510-521-0920 between 10 am and 2 pm, California time.



## A Valuable Perspective on Career Opportunities in the Human Companion Animal Bond

**A**ccording to Phil Arkow who teaches a course in the Human Companion Animal Bond (HCAB) at Camden County College in Blackwood, New Jersey, the field of animal-assisted therapy remains a multidisciplinary endeavor. He encourages persons to integrate applied or theoretical HCAB programs into traditional careers such as social work, nursing, humane society work, or veterinary medicine, finding a way to bring animals into therapeutic situations.

Although one won't find many classified ads for "pet therapists" *per se*, there are now a handful of colleges where one can study HCAB including:

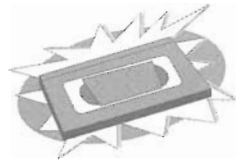
- Camden County College, Blackwood, NJ, Phil Arkow
- Mercy College, Dobbs Ferry, NY, Jack & Jean Burke
- University of Southern Maine, Portland, ME, Bill McCullough
- Harcum College, Bryn Mawr, PA, Aaron Katcher
- Tufts University, North Grafton, MA, Joan Weir
- Increasingly, many veterinary colleges now include HCAB courses
- Pearl Salotto, Rhode Island
- Mennonite College of Nursing in Bloomington, IL
- College of St. Francis in Joliet, IL.

*Readers, if you know of others, please let us know.*

## for Excellence" Video Awards



### Everyone Has a Camcorder — Don't They?




*Hugh H. Tebault,  
Latham Foundation President*

**A**lmost everyone has a community activity or affiliation about which they are proud, programs such as those supportive of meals on wheels service, unique care and attention of the elderly, child and companion animal welfare, etc. The valuable stories behind such accomplishments need to be documented and shared with others in order that they might be replicated. Having singularly performed such service for nearly fifty years, Latham knows of their value and for that reason invites you to join us, and by means of videotape, to tell about the uplifting programs conducted in your community. There is no better way for others to be encouraged to establish similar activities.

A decision concerning the establishment of any particular public service is not only complex but also very challenging and ultimately rewarding. Serious thought, in particular, must be given for the service's need and objective.

Latham's services are essentially predicated on the principle of "find a need and fill it." Thus, our annual Video Awards Competition objective is to encourage the video recording of various community or organizational activities that either amplify and publicize their benefits and/or the humane resolution of problems.

The Foundation welcomes and encourages your participation in its "Search for Excellence." 

### SCIENTIFIC WORKSHOP

**A Critical Evaluation of Free-Roaming/  
Unowned/Feral Cats in the United States**

**August 9-11, 1996  
Denver, Colorado**

*Sponsored by:  
American Humane  
Association  
and Cat Fanciers'  
Association*



The Workshop will gather a prestigious group of scientists for a three-day working session. Based on a conference model developed by the National Academy of Sciences, this Scientific Panel is not to resolve the issues concerning free-roaming/unowned/feral cats, but rather to gather and organize accurate and factual data. A final report of the gathered information can then be the basis for future discussions and action.

### LEGISLATIVE UPDATE - HCAB News

#### **Legislation to Allow Seniors to Keep Pets in Federally Assisted Housing Passes U.S. House of Representatives**

Washington, D.C. —

The United States House of Representatives adopted an amendment that would allow senior citizens who reside in Federally assisted housing to keep companion animals. The amendment, accepted as part of a larger federal housing reform bill, expands the right of pet ownership to all senior citizens and persons with disabilities living in public housing and other federally-assisted developments. The housing bill is now before the Senate for consideration.

of a "Shiloh" dog must also allow their dog to live in the house with the family and not be left crated or separated from their family for long periods of time. Adoptive families must also agree not to use choke collars or electric devices of any kind with their "Shiloh" dog, including underground fencing. Shiloh Project students are taught to use positive reinforcement training with their dogs and potential adopters are expected to continue with positive training methods. Should the right family not be found for a particular "Shiloh" dog, then that dog repeats the program with a different set of students until he/she is adopted.

For children like Stephen, The Shiloh Project offers a rare and unique opportunity to experience the unconditional love of an animal and to show love, respect and compassion in return. For homeless dogs like Hannah, it has taken her from being another unwanted animal in the local shelter to a well trained obedient dog living with a wonderful and loving family. Although his five week session is over, Stephen continues to be involved in the program through monthly follow-up meetings where he sees pictures of Hannah and hears how she is doing in her new home. He also has opportunities to see her during the year at Shiloh Project picnics and parties, and is scheduled to participate as a student assistant for one of the upcoming sessions with another group of students. As a result of the program, Stephen still wants to work with dogs in his future, but not as a pitbull breeder, as a humane animal trainer.

For more information, please contact  
The Shiloh Project, 11278 James  
Swart Circle #170, Fairfax, VA  
22030 (703) 502-7098.  
E-Mail: [ShilohProj@aol.com](mailto:ShilohProj@aol.com)  
Homepage: [http://www.curbet.com/  
free/Shiloh.html](http://www.curbet.com/free/Shiloh.html)

\* Names have been changed.



lots of attention and sympathy. My visit really cheered her up.

My next stop was Re-Hab where two Physical Therapists asked me to come over and help them with a stroke patient they were treating. The patient was sitting on the largest ball I had ever seen! It was as tall as I was and since I love chasing balls, I intently started trying to figure out how I could get it out from under the patient so I could take it home. Mom diverted my attention by putting my treat bag in the patient's lap. Even though the patient was paralyzed on one side and had no use of her right arm and hand, she took my treat bag, unzipped it by herself, and gave me several treats. As I left, I heard the Physical Therapists talking about how much more mobility and control the patient had shown during my visit.

One of the doctors in Re-Hab got down on the floor to pet me as a patient was being wheeled by me in a wheelchair. He stopped to tell the doctor that I was there to visit him – not the doctors. The doctor explained to him that "doctors need Pet Therapy, too". The patient insisted that he had priority.

As we were leaving the floor, we walked by the hall leading to the Cardiac Care Unit where my attention was immediately drawn to a "Grandma" lady who was leaning against the wall all by herself sobbing uncontrollably.

Even though Mom was of the mind to continue past the hall and let her grieve in peace, I led Mom over to her to see if I could make her feel better. I stood beside her and looked into her face. She continued to cry as she knelt and petted me. Mom told her how sad I was today,

too, because of just losing my best friend. Her son and daughter and granddaughter had come out of one of the rooms and stood and cried with us as the "Grandma" knelt and cried and hugged me. I rolled over on my back and put my arm around her neck as she hugged me and rubbed my chest and tummy – all the while consoling me with, "It's okay to hurt. It's okay

to hurt." We connected on a special level knowing what each other was going through as we comforted each other.

### Wednesday, August 4, 1993

The patients were all glad to see me today and all wanted a pet visit. One patient said she really needed a dog visit. Another patient could hardly move but Mom helped me get close to her and she gave me a kiss right on the lips! As I was leaving the hospital, I drew quite a crowd in the lobby. When we were leaving the lobby, I was stopped by a lady who "just had to pet me." She had tears in her eyes as she explained that she had just this week lost her black Lab. She petted me a lot and told me I was the greatest thing since ice cream.



Jenni Dunn, Pet Therapy Dog

## Wednesday, September 15, 1993

Today was a really special day for me. I heard that the lady I woke up from her long coma last November was down in Physical Therapy. We got permission to go down and see her. She didn't remember me but remembered what people had told her about me. She was on a big exercise machine and couldn't get to me but she looked at me with love in her eyes and talked to me. Mom was glad to see her doing so well and was anxious to tell the Physical Therapists our story when they asked.

## Wednesday, September 29, 1993

On the 6th floor I heard a cancer patient call, "Dog! Dog!" as I passed her room. Mom told her I would get to her room as soon as I could. I made my rounds and finally got to her room. She was great and had a great attitude. I took a treat from her very gently and she said I took it as if I were taking communion. When we left, she said, "God blessed me real good."

Radiation and Oncology has been requesting pet visits in their wing so we went there for the first time. Since this was the first time a dog had visited there, I got lots of atten-

tion. The nurses and doctors in their white coats encircled me, petted me, scrutinized the badges and chevrons on my scarf and treated me like a celebrity. As they were all making over me, I spotted a patient hunched up in a wheelchair at the end of the hall. carefully broke loose of all the attention and walked directly to the sad-looking man. (I know my job – the patients are my first priority.) He was extremely glad to see me and I even got a smile out of him. The nurses said they were going to get a box of treats so more dogs will visit there.

We made a special request visit to a sick lady on the third floor. As we were leaving the hospital, her son saw us and asked us if we would go see her so we turned around and went back. We followed him to her room and he announced, "Look Mom! Penny sent someone to visit you!" Penny was her dog at home. She was so sick she couldn't lift her head to see me so I put my feet up on her bed rail so she could pet me. It was difficult standing like that on the slick floor but I jumped up there several times so she could see me. She said, "Oh my God! This is so wonderful!" I gave her my card and she read it to everyone in the room then made her son pin it up on the bulletin board so she could see it from her bed.

## Wednesday, December 22, 1993

Mom gave me a bath last night so I was excited to know I was going to the hospital today. I helped Mom deliver a Christmas present to the nurses in Pre-Surgery and I thought I was "hot stuff" as they all showered their attention on me. We then went to the third floor to see one of the nurses there (I am her favorite therapy dog) but she wasn't working. However, we received several "special requests" to visit three different patients. We finally reached our assigned floor when a nice man came bounding towards us down the hall saying, "There is one of those wonderful therapy dogs!" He squatted down on the floor with me and gave me treats. As we were getting our assignment from the nurses station, the same man came back and gave us a list of rooms to be sure to visit. It turns out this nice man was a DOCTOR!! I am sure he must be a wonderful doctor because it was obvious he knows the value of Pet Therapy visits. Each of his patients were glad to see me and were quite impressed when Mom told them that their doctor had sent me. We Therapy Dogs can do wonders.

*Jenni Dunn is a Contributing Editor to the Latham Letter. She lives in Richland, Washington.*



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# Creating the Right Environment for Big Cats in Captivity

Jack Throp

To properly care for the great cats in captivity there is an attitude requirement from those who have daily contact with the animals as much as there is for husbandry knowledge and for creating the right physical environment. For the domestic cat, we could simply say give the cat a toasty place to curl up, a window sill to sit in and lots of love. That is an over simplification, of course, but for most people acquiring their first pet cat they know little more than that. They are advised to read the back label on a package of pet food and they have all the instructions necessary for the caring of their cat. That advice might keep the cat's tummy full and with modern packaged pet food diets, keep it healthy but there can be a lot more to it than that. By a series of successes and failures the cat and the family come to terms on how they can live contentedly together in the home. The family may be spared the full awareness that the home belongs to the cat while the family pays the mortgage, the food bills and the taxes in exchange for a small meow of recognition occasionally.

So how do the great cats differ? By physical appearance the cats are all much the same, big or small. The various species have adjusted to differing living conditions but essentially they all do "cat things": stretching, yawning, purring (more or less: with a leopard it sounds more like a gasoline powered water pump creating the right environment; than a purr). They arch their backs, spread out in the sun, sharpen their claws, wash themselves endlessly, all very much like the familiar domestic cat. The great cats are just bigger, in some cases a *lot* bigger, big enough to

shred carpets or people into little pieces.

To care for the great cats, we must adjust to certain attitudes as well as to create the right environment for the cats to live contented, reproductive lives. For instance, an animal keeper working with deer and antelope soon learns that he or she should be noisy when performing daily chores, not ever to sneak up on their charges unheard before they are seen by the nervous animals. The keeper whistles, bangs buckets, careful not to frighten the animals with sudden sounds but

Sunday at the San Diego Zoo many years ago, I was much rewarded to see the tigers come alert and watch me intently as I moved among the visitors. I hadn't thought they paid any attention to what happened beyond the guard rail when all they might expect to see was an ocean of curious faces. To be singled out was flattering. My tigers knew me and could pick me out of a crowd. Leopards love to stalk their keeper, crouching as small as possible to make themselves unnoticed and to stealthily advance if I played the game of "unaware".

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*I facetiously have replied that the most dangerous animal in the zoo was the architect, their bite lasts for fifty years or more.*

*It is true when an architect designs an animal enclosure, for better or worse, the animal lives in it.*

*But the realization came to me finally, that to blame the architect was an injustice. The fault for poor architecture lays with the client, in this case, the zoo director, curators and animals keepers, for failure to provide exactly the requirements of the exhibit and for not insisting that those requirements are adhered to.*

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always heard nevertheless. The same keeper working with the large cats would learn that cats dislike noise. The keeper's movements must be subtle, move quietly and yet still have his or her presence felt. Such attitude awareness by the keeper reaps enormous rewards in the relationship between the human caretaker and the exhibit inhabitant. Animals and keepers often build a rapport that transcends the barriers. My first awareness of this recognition was to learn that, as the great cat keeper in the zoo, I was not just another face in the crowd. On a busy

They enjoyed singling me out as a target. I took it to be a compliment.

At feeding time the cats become hyperactive in anticipation. Feeding times were predictable in the old regime with food delivery each day at a given time and at a specified location. From their enclosure the great cats would listen for the familiar sounds and would know that soon after the keeper would be around with a large aluminum bucket of meat cut to required weights for the individual cats, depending upon their needs. The cats would begin to pace and watch.

When they saw me coming they would sink into hunting positions, ears laid low, eyes held at the level of the top of the head, tails snapping with little electric-like impulses in their excitement, ready for the kill they would not need to make to gain dinner. I perceived that there was value to the digestion of the cats if the adrenaline was pumped a little harder. I therefore made false starts, when time allowed, by showing myself a couple of times before actually producing the meal. The cats would go into fits of anxiety which was as close to the hunting incentive as I could humanly devise. I was sure that the cats benefited from this bit of expectation stress.

There is little more a keeper can do specifically to insure the cats good health and longevity beyond providing protection from parasites with daily cleaning, careful control of what the cats eat and how much and a few learned skills in moving and medicating his or her charges. Most of the cat's comfort and adjustment to the captive environment comes through the actual design of the exhibit.

As zoo director, I was often asked "What is the most dangerous animal in the zoo?" I facetiously would reply that the dangerous animal in the zoo was the architect, their bite lasts for fifty years or more. It is true when an architect designs an animal enclosure, for better or worse, the animal lives in it. The realization came to me finally, that to blame the architect was an injustice. The fault for poor architecture lays with the client, in this case, the zoo director, curators and animal keepers, for failure to provide exactly the requirements of the exhibit in the brief and most specifically for not insisting that those requirements are adhered to by a

wilful architect. The zoo director has the potential for being the most dangerous animal in the zoo for it is the zoo director's responsibility to see that requirements are ultimately satisfied. What are the requirements of a zoo exhibit for design and display?

There are six basic concepts to be considered in the design and construction of an animal exhibit: 1) The needs of the animal for physical comfort and health, free of as much stress as possible, 2) The needs of the animal attendants for the care and handling of the animals, 3) The safety of the design for the animal keeper, the public and the animals for proper containment, 4) The aesthetic value of the

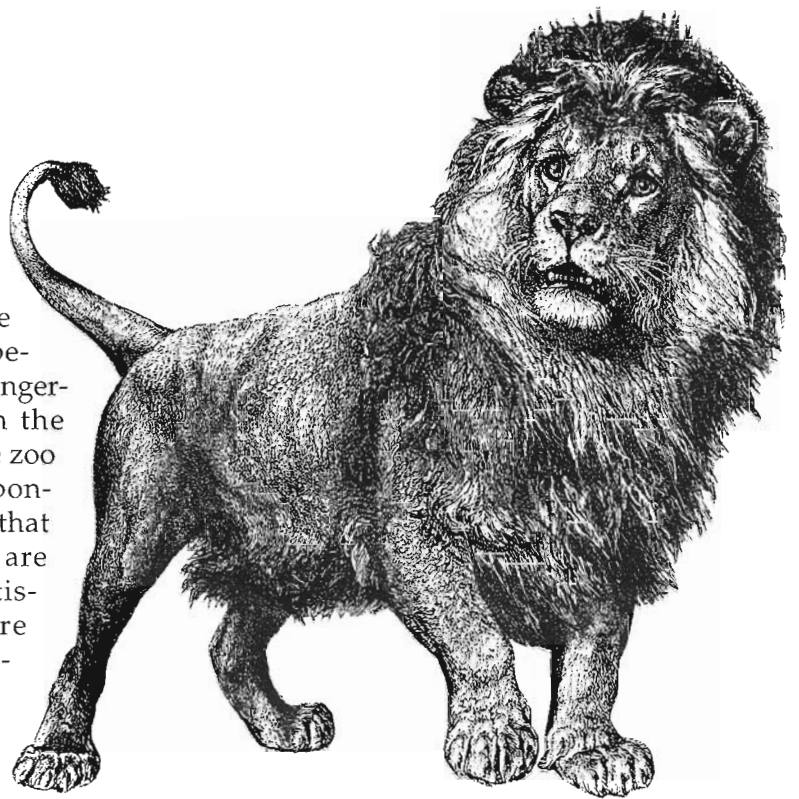
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*To care for the great cats,  
we must adjust to certain  
attitudes as well as to create  
the right environment  
for the cats to live contented,  
reproductive lives.*

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exhibit for the viewer, 5) The educational value for the zoo visitor, and 6) The architectural attractiveness of the design.

There has been some exciting architect-designed zoo exhibits in major zoos that have all but ignored the first five criteria and it is upon



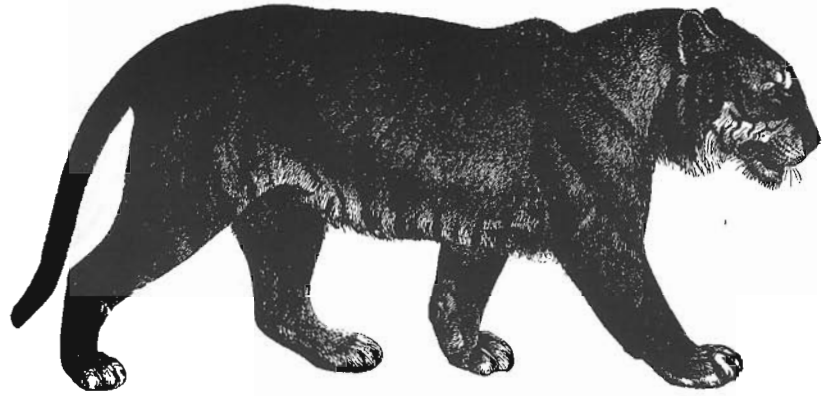
the zoo director that the discredit must be blamed. Such a facility is the famous Snowden Aviary in the Regent's Park Zoo, London, a beautiful exhibit, a terrible aviary. On the other hand a zoo exhibit that evokes sympathy from the visitor or a feeling of discomfort for the animal in the exhibit, or ignores the aesthetic needs of the viewer, no matter how thoroughly the other criteria are met, is not a good exhibit either. Ironically, the best animal men often design aesthetically poor displays, failing to recognize that every zoo visitor that has ever owned a dog or cat, horse or cow, feel they are qualified to express "expert" opinion and judgement on the facility without having been trained in the care of wild animals. These people make a judgement on how they "feel" about the exhibit. It is the trained architect and designer that can understand the visitor's probable reaction to the enclosure and can interject stimuli to color the interpretation.

In the well known Taronga Zoo, Sydney, Australia, there is a block of enclosures called the Big Cats. There

*BIG CATS, continued on next page*

are displayed here currently in six long concrete runs, tigers and black and spotted leopards. African lions and jaguars have lived and reproduced here in past years. These runs were built by the late Sir Edward Hallstrom, a wealthy philanthropist and exceptionally keen zoo enthusiast. Sir Edward had not one wit of artistic taste but he knew animals and their needs. He had the Big Cats exhibit built after a design used in the Paignton Zoo, Devon, England. For the containment and handling of the large cats this design is very good. The cats kept within concrete runs are healthy and well-adjusted. The enclosures provide just the right conditions for them to feel secure and enough of the furniture for them to be comfortable. With all that, the Big Cats block is considered to be the worst exhibit in the zoo and complaints are regularly heard from the public. Why? It is because little consideration was given to the needs of the viewer looking into the enclosures. There is nothing there that suggests to the zoo visitor that the cats could be comfortable or well-adjusted to their surroundings. There is no way the viewer could know that care was so paramount in its design. Also there is no possibility of making the Big Cats block of runs publicly acceptable, either with planting, graphics or bits of information on the logic of the planning. The Big Cats building will be raised to make way for pleasing new great cat exhibits in the near future.

The average zoo visitor will judge the animal exhibit on the quantity of space provided but the amount of space is much less important than the quality of the living area. If quantity rather than quality were the criteria, everybody could be easily pleased by giving the animals a football field for a home. The greatest public complaint in an open range zoo is that the animals are



too far away, "Couldn't get close enough for a photograph". Couldn't see the animals". A football field of grass would be appreciated by zebras or bison but would be very disturbing to tigers, leopards, snow leopards, clouded leopards or jaguars and of little use to lions, pumas or cheetahs. It is the opportunities for use within an area that equate it's value for the cat.

In the Honolulu Zoo, Hawaii, there was a simple chain link wire enclosure for pumas which was both small for the animals and sterile inside. It was no more than a wire cage the size of an ordinary living-room with a flat concrete floor and a roofed concrete box at one end for a sleeping den, totally lacking in inspiration for the zoo visitor and for the pumas. The director had the cats temporarily removed, and with the front wire panel rolled back, had a great many natural tree trunks of various dimensions lifted in by a crane. The area surrounding the exhibit was also heavily planted with dwarf conifers and fern. The fallen tree trunk theme inside the exhibit was carried through to the outside so that the space appeared to be one, integrated inside and out. When the cats were reintroduced there was a remarkable heightening of activity in the puma pair to the pleasure of the public but more than that, the limited space had ceased to be a factor for both visitor and the animals. The trunks, rather than diminishing the space, actually

multiplied the useable area for the pumas considerably. They changed the elevation so that the whole enclosure was divided into several stratus when before only the concrete floor and the night house roof were available to the cats. The trees changed the textures accessible to the pumas, gave uneven surfaces to walk upon to relax the animal's feet and provided different stresses or uses for leg muscles. The different forms provided by the logs gave a variety of surfaces to lay on or over, or to play upon. The logs also divided the concrete floor into a number of modules at base level where the animals could rest with their backs up against a solid object, to lay out of public view or to use as hides when stalking a visitor in play. This one simple modification improved the enclosure immeasurably, providing an increased feeling of security to the pumas, isolation when it was desired, and heightened interest in their surroundings. A few dollars and a little imagination turned a poor captive habitat into a good one.

There are several distinct styles of zoo exhibit architecture that have been used over the past two-hundred years. All of them are still being used to some degree in zoos today. The earliest were pits where the people viewed the animals safely from above, unless they lost their footing. Subsequent designs have been as diverse as the sterile "hospital" tile for keeping the exhibit absolutely clean. Zoo professionals

call this "toilet bowl architecture designed for the big flush". These evolved from the great smelly buildings often call the Lion House where the pungent odor of ammonia and cat combined to drive people into the fresh air outside. That smell, once experienced, clung to the memory of the zoo visitor for weeks, maybe even years. Glass cage fronts became the vogue which was followed by the tile. The cats were in some zoos moved to outside cages where the natural air-conditioning prevailed. This in turn led to a modified version of the old pit idea, the raised island which then became the moated exhibit seen in most zoos today. Within those basic designs there has been a world of experimentation with technique and style. Each zoo has attempted to

environment. It reflects the thought that the animal in nature is really inseparable from the habitat, like hand in glove. The designer attempts to minimize the appearance of constraints to the animal's freedom by hiding barriers with the use of natural elements as water, rock, and moats while giving animals a range of choices within the exhibit. The "furniture" in the enclosure is of natural materials of rock, soil and if possible, living vegetation of trees, grasses and bushes to conform with the animal's choice of environment.

It is interesting to note that these things are done for the viewer. What matters to the animal is that the habitat contains what it must have to feel secure, comfortable and meets its needs to maintain cleanliness, reproduction and social

comfort of the great cat.

The "natural" theme for animal exhibits is being done very successfully indoors as well as out. The fabulous Cincinnati, Ohio Zoo has taken a conventional "lion house" type of building, gutted the interior and within the constraints of the structure built dioramic habitat theme exhibits for their cat collection. The technology employed here to give the impression of space, light and nature, using innate materials in the production is sheer artistry. Each of the exhibits, viewed through glass panels from a darkened public area is like a painting with living cats moving through it. The display featuring a snow leopard looks as cold and wind blown as it would be in real life. Snow laden clouds hang over distant slopes, icicles drip from foreground rocks and snow clings in little crevices protected from the wind. The snow leopard sat on a ledge looking, it appeared, toward a distant peak when I was there. It moved, stretched and descended the cold rock face to an overhang where it laid half in sleep. The illusion was perfect and said a great deal to me about the animal, its choice of habitat, the reason for its long fur and the purpose for its dappled snow coloration. Accompanying the exhibit was a well written legend giving information on the snow leopard's range, preferred prey and status of its numbers in the wild. Other windows within the building looked into the worlds of different members of the cat family depicting their choice of habitats, as diverse as bamboo forests, desert, tropical jungle, pampas, African plains and more. Cincinnati artisans could make this presentation as perfect as it is by capitalizing on similar work ideas done in other zoos and museums. Like animal husbandry is the accumulation of many people's learning, so are the skills used in animal display.

To show animals in common

*BIG CATS, continued on next page*

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*There are six basic concepts to be considered in the design and construction of an animal exhibit: 1) The needs of the animal for physical comfort and health, free of as much stress as possible, 2) The needs of the animal attendants for the care and handling of the animals, 3) The safety of the design for the animal keeper, the public and the animals for proper containment, 4) The aesthetic value of the exhibit for the viewer, 5) The educational value for the zoo visitor, and 6) The architectural attractiveness of the design.*

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make modifications upon a particular design with a stamp of their own. From the toilet bowl architecture which did, incidentally, come to include even the flush cleaning in a couple of zoos, to the natural "piece of nature" exhibits where the animal is seen in relationship with its habitat, zoos have attempted to improve the quality of their great cat exhibits. Attention to the aesthetics of the exhibit are a principle concern today in exhibit design but rather than reflect the taste of the architect, they are directed toward putting the animal in a sympathetic natural

contact. It doesn't matter to the animal at all whether it lays on a natural rock shelf or one of concrete, that it scratches on a natural tree trunk or a wooden post, that it walks in grass or shavings, as long as its needs are met by understanding zoo keepers. But those things can matter to the zoo visitor. It has come to be recognized that the animal is best appreciated in captivity when it is seen in relation to the environment that represents its natural habitat. What happens architecturally in the exhibit is as important to the viewer as it is physically important to the

with a theme is not a new idea. Zoos traditionally grouped the large cats together for ease of caring. Grouping of cats, or bears, or hoofed animals also provided the public the opportunity of comparison of similar animals that would not in nature ever likely be seen in association. Smaller cats usually were exhibited in conjunction with other small mammals and not necessarily with the large cats. Later there were theme ideas of showing animals together that live in common within a geographic area. Predators and prey, birds, mammals and reptiles of an area would be displayed in relation to one another. The Los Angeles Zoo, Milwaukee Zoo and the Alpine Zoo in Austria are examples of whole zoos laid out in this geographic theme. In Milwaukee, it is startling to look beyond the exhibit of Indian antelope and deer to see tigers apparently in the same exhibit, but in reality, separated by a cleverly hidden moat. Another theme, seen less often but a very effective way of presenting the big cats and their habitats, is in climatic zones, as used in Cincinnati's cat display but with whole sections of the zoo dedicated to specific climate conditions such as desert, tropical island, and conifer forest with plants and animals from various parts of the world adapted to that climatic situation. No zoo has so skillfully reproduced a segment of habitat on this theme as the Arizona-Sonora Desert Museum, Tucson, Arizona. The puma display, faithful to nature in the finest detail, depicts a desert mountain habitat of the animal. A great overhanging cliff conceals beneath it lay-up places where the cat can survey the descending slope to a stream below the viewer's eye level. A typical growth of trees and bushes on the slope and along the stream are so totally convincing that they have been there for aeons of time that the

viewer is equally sure that hundreds of generations of puma have taken advantage of the shelter of the cliff as well. In conjunction with the puma are ravens in the same enclosure protected from the cat by a hidden barrier of tightly stretched piano wire. And nearby, equally well presented, are the prey animals the puma would be hoping to surprise, white-tail deer and wild turkey. Further along as the visitor follows through the exhibit are other desert mountain species, all of which would be found in association with the puma and this choice of habitat. It is no overstatement at all to say that this exhibit is the state-of-the-art for all zoo architecture and most specifically for the display of the great cats species.

The innovations for display are by no means exhausted. The Sydney Zoo shows tigers which can be viewed with or without color. All cats are believed to be color blind, as are most of the animals the great cats feed upon. The tiger's striking color pattern of orange, black and white, as seen by people with full color acuteness is lost as deceiving camouflage to those animals unable to see color. The zoo visitor has the option of seeing the tiger in all its glory or not seeing the tiger when it is blended into the vegetation by viewing through a special panel of glass in the hall of the public area that reduces all colors to a single hue. To see the world as the tiger sees it can be a memorable experience.

The zoo visitors are not likely to imagine themselves as a great form of entertainment for many animals. But when you think of it, the diversity of people, color, noise and pageantry is not unlike a holiday parade moving down Main Street past the exhibits. Some of the animals get hooked on watching it as readily as people become attached to television. We become an important part of their lives in the zoo. Other animals might just as soon

wish that the parade be "called because of rain". The great cats in general would prefer the latter. It is therefore interesting that few zoo exhibits have been designed to isolate the animals from visual contact with the visitors and yet still have the animals on public view. Seeing the great cats from blinds could be a successful innovation. Much of the stress caused sensitive animals could be avoided in outside exhibits by creative use of the space between the public and the animal. Planting a thick screen of large leafed vegetation would be one use of this space. The visitor could look through the leaves on their side because the plants are close to the guardrail, but would provide a visual barrier from the animal side. When the animals do not "feel" that they are being watched they are much less likely to seek comfort in hiding. Such exhibit modifications must be accompanied with a lot of public education, for it is true that when people are given the reasons for a change from the traditional zoo exhibit they will accept something unexpected, a new way of seeing things, but when they are not "brought along" there are complaints of "hiding the animals" or "too difficult to see."

Zoo thinking has come a long way from the humble pits and the bare, naked cages of the old menageries. The health and care of the great cats is well understood. There is also a prodigious accumulation of professional knowledge for creating the right environment for the great cats and for people's pleasure in viewing them. It is still growing by leaps and bounds.

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*Jack Lacroix Throp is a retired Director of the Honolulu, Hawaii and Sydney, Australia zoos and was an administrator in several other zoos in the United States prior to that. Throp's articles and stories have appeared in magazines, newspapers, and trade publications for more than thirty years.*



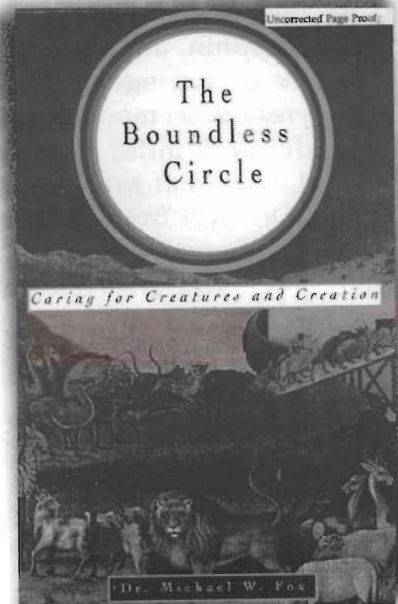
## MEDIA REVIEWS

### *The Boundless Circle*

"Don't confuse me with facts (or rationale); My mind is made up!"

Warning! Don't read *The Boundless Circle* (if this is your frame of mind)

Hugh H. Tebault



Unlike advocates who endeavor to enlist converts by enthusiastically presenting an argument from the viewpoint of those already convinced, Dr. Fox's presentation is unemotional and based on well-researched, factual, and thought-provoking data. As such, the basis of the contentions outlined in *The Boundless Circle* wisely complement a reader's intelligence and accommodate rational deductions.

In its review of salient philosophical teachings of the World's great religions as they relate to ecology, economics, esthetics, and ethics, Dr. Fox's *The Boundless Circle* provides much thoughtfully integrated information supportive of his concern regarding animal rights and ecological preservation.

*The Boundless Circle* is a serious, convincing, and well written book, particularly recommended to and

*Editor's Note: The Latham Foundation reviews humane and related environmental books and video tapes. To order, please contact the publisher directly.*

suitable for those possessing an open, inquiring mind.

America's veterinarian, Dr. Michael Fox, syndicated columnist and author of over forty books, examines religion's attitude, especially Christianity, toward the treatment of animals and nature. Examining the impact of St. Francis of Assisi, the writings of Thomas Aquinas, and the perspective of indigenous culture, Fox argues that it is not pantheism that will be the world's ecological salvation, but *panentheism*, the seed idea within the mystical tradition of all major religions, a philosophy that states that it is not God that inhabits the world, but the world which inhabits God.

#### *The Boundless Circle*

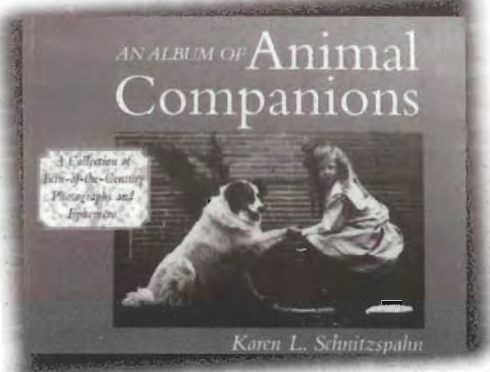
Michael W. Fox  
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Wheaton, IL 60189  
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### *An Album of Animal Companions*

Students of the Victorian-era origins of our sentimentality toward animals and the changing nature of the human-animal bond will be fascinated by this marvelous 96-page compilation of fin-de-siecle photographs. Karen L. Schnitzspahn, a feature writer for the Asbury Park Press, acquired 81 contact prints made from glass negatives taken between 1898 and 1914, all depicting people and animals working, playing, and vacationing together in Jersey Shore seaside resort towns.

This delicate and informative sojourn back to a simpler time is a special treat. We are reminded of our special relationships with animals, through the playful inno-

cence of a girl hosting a tea party for her cats, formal family portraits which include a dog, or children in a patriotic parade cart pulled by goats. Photos include celebrities such as Lillian Russell and the Barrymore family with their pets, horse-drawn fire carts on the boardwalk, and lifeguard squads and baseball teams posing with their trusty mascots. A special section includes portraits in which rowdy children were calmed down with a new invention: the teddy bear.



Most of these photos had not been seen for decades. The book also features animal-themed advertisements and postcards of that time of innocence before the World Wars.

A portion of the book's proceeds benefits the Monmouth County SPCA.

To order, send \$21.95 + \$2.00 postage to: Monmouth County SPCA, P.O. Box 93, Eatontown, NJ 07724.

Phil Arkow

### *An Unnatural Order - Uncovering the Roots of our Domination of Nature and Each Other*

The serious reader will find author Jim Mason's *An Unnatural Order - Uncovering the Roots of our Domination of Nature and Each Other*

MEDIA REVIEWS, continued on next page

appropriately named, introspective, and thought-provoking. This reviewer particularly appreciated the order and rationale of its arguments as well as their logical presentation. A notable exception and umbrage is taken in what appears to be a disdainful opinion of the world's great religions.

*An Unnatural Order* provides a study of Western culture's basic belief that feed racism, sexism, animal cruelty, and other forms of subjugation. Its search begins nearly 10,000 years ago, when plants and animals were first brought under human control, which in the author's opinion, form the mythical basis of human supremacy.

The book is rich with discussion and ideas on how society can move toward better relations with each other and the other forms of life on earth.

***An Unnatural Order - Uncovering the Roots of our Domination of Nature and Each Other***

320 pages, Hardcover, \$26.00  
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***MXM: Man out of Mutant  
A Personal Quest for a Creed  
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We dare you to read this book and then retrospectively consider yourself disassociated and/or in many ways, non-responsible for the world's serious problems. Beautifully written, it contains author Maya de Montaubouin's personal quest for a creed to live by. The author finished this book shortly before her death and left it as part of her estate so that humankind might read and understand how and when our species strayed from nature, and how we can discover our proper role in the co-creation and co-habitation of our Earth.



The thoughtful reader will find a serious challenge in its message.

***MXM: Man Out of Mutant  
A Personal Quest for a Creed  
to Live By***

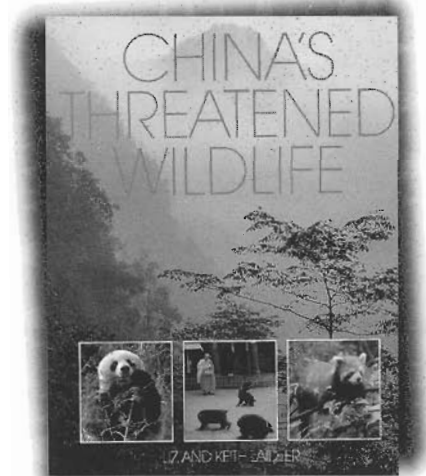
Maya de Montaudouin  
With an introduction by  
Michael W. Fox  
104 pages, paperback  
ISBN: 0-9624648-4-8  
\$7.95 US (\$10.50 Canada)  
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***China's Threatened Wildlife  
An Up-Close Glimpse into China's  
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The rich variety of China's wildlife and natural environment is truly astonishing. Many plant and animal species are found nowhere else in the world – for example, the giant panda, Pere David's deer, the Yangtze dolphin, and the Chinese alligator. The wonderful diversity and richness of the animals and environment is in stark contrast to the sobering observation that, as elsewhere, this marvelous world is under threat. Journey with two experts through terrain rarely

glimpsed so close-up, with *China's Threatened Wildlife* (Blandford, distributed by Sterling, \$24.95 hardcover).

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and social changes – a gearing to a Western-style economy that has produced both added dangers to wildlife and, simultaneously, a greater awareness of environmental matters.

***China's Threatened Wildlife***

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ISBN: 0-7137-2372-6  
Publication date: June 1, 1996

# Measuring the Success of "Breaking the Cycles of Violence"

Hugh H. Tebault

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*Sioux and Blackfoot  
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